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CAMBRIDGE ESOL EXAMINATIONS and the COMMON EUROPEAN FRAMEWORK

Most Cambridge ESOL exams are linked to the Common European Framework for Modern Languages, published by the Council of Europe. They are the only certificated exams referred to in the Framework document as specifically linked to it by a long-term research programme.

Common European Framework Level	Cambridge Young Learners English Tests	General English (Main Suite)	Business English Certificates	English for Specialised Purposes	English for Academic Purposes
C2 Good User		CPE Certificate of Proficiency in English			IELTS International English Language Testing System
C1 Competent User		CAE Certificate in Advanced English	BEC Higher	ILEC and ICFE	
B2 Independent User		FCE First Certificate in English	BEC Vantage		
B1 Threshold User		PET Preliminary English Test	BEC Preliminary		
A2 Waystage User	YLE Flyers	KET Key English Test			
A1 Breakthrough	YLE Movers				
	YLE Starters				

These tests are designed for children between the ages of 7 and 12 and are set at three levels: Starters, Movers and Flyers. The tests are specified in four categories: topics, grammar and structures, vocabulary and tasks. The highest level (Flyers) is set at a proficiency level roughly equivalent to that of the Key English Test (KET).

Tests may be held on a school's own premises, provided that these are considered suitable by the centre.

■ EXAMINATION CONTENT

Listening

- *Starters* takes approximately 20 minutes and has four parts, with the following task-types: matching, noting down names and numbers, multiple picture-choice and colouring.
- *Movers* takes approximately 25 minutes and has five parts, with the following task-types: matching, note completion, multiple picture-choice, colouring, drawing and writing.
- *Flyers* takes approximately 25 minutes and has five parts, with the following task-types: matching, note completion, multiple picture-choice, colouring, drawing and writing.

Reading and Writing

- *Starters* takes 20 minutes and consists of five parts, with the following task-types: true/false, spelling, gap-filling and open-ended questions.
- *Movers* takes 30 minutes and consists of six parts, with the following task-types: matching, true/false, multiple choice and gap-filling.
- *Flyers* takes 40 minutes and consists of seven parts, with the following task-types: matching, true/false, multiple choice and gap-filling.

Speaking

- *Starters* is a face-to-face test with one candidate and one assessor. It takes about 4 minutes and has two parts. In the first part, candidates do picture-based tasks which involve carrying out instructions and answering simple questions. In the second part, candidates answer questions about themselves.
- *Movers* is a face-to-face test with one candidate and one assessor. It takes about 6 minutes and has four parts. The first three parts are picture-based, with the following task-types: identifying differences, telling a story, and identifying the odd-one-out in a set. In the fourth part, candidates answer questions about themselves.

- *Flyers* is a face-to-face test with one candidate and one assessor. It takes about 8 minutes and has four parts. The first three parts are picture-based, with the following task-types: identifying differences, giving and requesting information, and telling a story. In the fourth part, candidates answer questions about themselves.

■ RESULTS

These are reported as grades out of 5 for each of the three papers. The grades appear as Cambridge shields on an Award. There is no pass/fail; every child who attempts all the papers receives an Award.

Awards are normally sent to the centres within two weeks of receipt by Cambridge ESOL of the completed test papers.

■ TIMETABLE

Dates are set by centres, taking into account local needs and conditions. All test papers must be completed within a period of 5 days. The Listening paper is always taken before the Reading and Writing paper.

■ MINIMUM ENTRY REQUIREMENTS

The minimum entry for any one date is 10 candidates, who need not all be at the same test level.

All provisional entries must be received by Cambridge ESOL at least six weeks before the chosen test date.

KET is a first step for students wishing to progress towards the Preliminary English Test (PET) and the other Cambridge ESOL main suite examinations.

KET is an early learning objective which enables people to acquire a general basic ability in English. It assesses language

ability at the Council of Europe's Waystage Level (A2), which represents a level of proficiency approximately half way to Threshold (or PET) and is Entry Level 2 in the UK National Qualifications Framework.

■ EXAMINATION CONTENT

Paper 1: Reading and Writing (1 hour and 10 minutes)

- In the Reading and Writing paper candidates are expected to complete 9 tasks which require them to answer questions about genuine texts or extracts from authentic reading material and complete a short writing task.
- This paper carries 60 marks and is weighted to 50% of the total.

Paper 2: Listening (approximately 30 minutes)

- In the Listening paper, candidates are expected to complete 5 tasks based on audio-recorded input requiring them to follow short spoken exchanges and extract specific information.
- This paper carries 25 marks and contributes 25% of the total.

Paper 3: Speaking (8 to 10 minutes)

- The Speaking test is conducted by two examiners and candidates are tested in pairs. Where there is an uneven number of candidates, the last single candidate will be examined with the last pair within a group of three.
- There are 2 parts to the test. Candidates are expected to answer questions about themselves and to talk to each other using stimulus material.
- The Speaking test represents 25% of the total mark.

■ RESULTS

Results are awarded in two passing grades – Pass with Merit and Pass – based on the aggregate marks gained in the three papers indicated above. All candidates are provided with a statement of results which includes a graphical display of the candidate's performance in each paper. These are shown against the scale Exceptional – Good – Borderline – Weak, and indicate the candidate's relative performance in each paper. Note that there are no pass/fail marks for individual papers, hence there is no requirement to reach a particular level in any paper in order to achieve a pass in the examination.

Passing candidates are awarded a certificate.

■ TIMETABLE

March (Session 1)

Saturday 15 March (afternoon)	Paper 1 (Reading & Writing) and Paper 2 (Listening)
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07 March–17 March (Overseas) 07 March–29 March (UK)	Window for Paper 3 (Speaking)
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May (Session 2)

Saturday 24 May (afternoon)	Paper 1 (Reading & Writing) and Paper 2 (Listening)
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16 May–26 May (Overseas) 16 May–07 June (UK)	Window for Paper 3 (Speaking)
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June (Session 3)

Friday 30 May (afternoon)	Paper 1 (Reading & Writing) and Paper 2 (Listening)
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23 May–02 June (Overseas) 23 May–14 June (UK)	Window for Paper 3 (Speaking)
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June (Session 4)

Saturday 07 June (afternoon)	Paper 1 (Reading & Writing) and Paper 2 (Listening)
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30 May–09 June (Overseas) 30 May–21 June (UK)	Window for Paper 3 (Speaking)
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November (Session 5)

Saturday 22 Nov (afternoon)	Paper 1 (Reading & Writing) and Paper 2 (Listening)
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14 Nov–24 Nov (Overseas) 14 Nov–06 Dec (UK)	Window for Paper 3 (Speaking)
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December (Session 6)

Friday 05 Dec (afternoon)	Paper 1 (Reading & Writing) and Paper 2 (Listening)
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21 Nov–08 Dec (Overseas) 21 Nov–13 Dec (UK)	Window for Paper 3 (Speaking)
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■ MINIMUM ENTRY REQUIREMENTS

4 candidates, provided that the combined total of KET and PET candidates in the same session is at least 10.

PET assesses language ability at the Council of Europe's Threshold Level (B1), which is Entry Level 3 in the UK National Qualifications Framework.

At this level, learners should be able to cope linguistically in a range of everyday situations which require use of English in their own or a foreign country.

■ EXAMINATION CONTENT

Paper 1: Reading and Writing (1 hour and 30 minutes)

- In the Reading component candidates are expected to complete 5 tasks which show that they can read and understand a variety of texts.
- The Reading component carries 35 marks which are weighted to contribute 25% of the total.
- In the Writing component, candidates are expected to complete 3 tasks: sentence transformations, guided writing and extended writing.
- The Writing component carries 25 marks and contributes 25% of the total.

Paper 2: Listening (approximately 35 minutes)

- In the Listening paper candidates are expected to complete 4 tasks based on audio-recorded input. They must show that they can understand and respond to a variety of spoken texts.
- This component carries 25 marks and contributes 25% of the total.

Paper 3: Speaking (10 to 12 minutes)

- The Speaking test is conducted by two examiners, and candidates are tested in pairs. Where there is an uneven number of candidates, the last single candidate will be examined with the last pair within a group of three.
- There are 4 parts to the test, in which the candidates must demonstrate their ability to participate in communicative situations.
- This test carries 30 marks and is weighted to 25% of the total.

■ RESULTS

Results are awarded in two passing grades – Pass with Merit and Pass – based on the aggregate marks gained in the three papers indicated above. All candidates are provided with a statement of results which includes a graphical display of the candidate's performance in each skill. These are shown against the scale Exceptional – Good – Borderline – Weak, and indicate the candidate's relative performance in each paper. Note that there are no pass/fail marks for individual papers, hence there is no requirement to reach a particular level in any paper in order to achieve a pass in the examination.

Passing candidates are awarded a certificate.

Computer-Based PET (CBPET) session dates will be available separately. For further information, please contact the ESOL Helpdesk.

■ TIMETABLE

March (Session 1)

Saturday 15 March (morning)	Paper 1 (Reading & Writing) and Paper 2 (Listening)
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07 March–17 March (Overseas) 07 March–29 March (UK)	Window for Paper 3 (Speaking)
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May (Session 2)

Saturday 24 May (morning)	Paper 1 (Reading & Writing) and Paper 2 (Listening)
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16 May–26 May (Overseas) 16 May–07 June (UK)	Window for Paper 3 (Speaking)
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June (Session 3)

Friday 30 May (morning)	Paper 1 (Reading & Writing) and Paper 2 (Listening)
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23 May–02 June (Overseas) 23 May–14 June (UK)	Window for Paper 3 (Speaking)
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June (Session 4)

Saturday 07 June (morning)	Paper 1 (Reading & Writing) and Paper 2 (Listening)
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30 May–09 June (Overseas) 30 May–21 June (UK)	Window for Paper 3 (Speaking)
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November (Session 5)

Saturday 22 Nov (morning)	Paper 1 (Reading & Writing) and Paper 2 (Listening)
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14 Nov–24 Nov (Overseas) 14 Nov–06 Dec (UK)	Window for Paper 3 (Speaking)
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December (Session 6)

Friday 05 Dec (morning)	Paper 1 (Reading & Writing) and Paper 2 (Listening)
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21 Nov–08 Dec (Overseas) 21 Nov–13 Dec (UK)	Window for Paper 3 (Speaking)
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■ MINIMUM ENTRY REQUIREMENTS

4 candidates, provided that the combined total of KET and PET candidates in the same session is at least 10.

The First Certificate in English assesses language ability at the Council of Europe's Vantage Level (B2), which is Level 1 in the UK National Qualifications Framework.

FCE has widespread recognition in commerce and industry, e.g. for contact with the public, or secretarial work in banking,

airlines, catering, etc. It is also recognised by some university faculties, colleges and other institutions as fulfilling English language requirements.

Please note: as the examination content changes in December 2008, there is one section for March & June 2008 and a second section for December 2008.

■ EXAMINATION CONTENT: MARCH & JUNE 2008

Paper 1: Reading (1 hour and 15 minutes)

- This paper comprises 4 parts with 35 questions in total:
 - Part 1: Multiple matching
 - Part 2: Multiple choice
 - Part 3: Gapped text
 - Part 4: Multiple matching or multiple choice
- For Parts 1, 2 and 3, two marks are given for each correct answer. For Part 4, one mark is given for each correct answer.
- There are four texts.
- This paper is designed to test the following: understanding of gist, main points, detail, or text structure; the ability to extract specific information or deduce meaning.

Paper 2: Writing (1 hour and 30 minutes)

- This paper comprises 2 writing tasks of approximately 120–180 words each:
 - Part 1: A compulsory letter writing task based on reading input.
 - Part 2: One task selected from a choice of four, involving the production of one of the following task types: an article, a composition, a letter, a narrative, a report, or a task on a prescribed background reading text.
- One or more of the following texts may be read as preparation for the two optional set text tasks in Paper 2:
 - *Richard Prescott: *Officially Dead* (Heinemann ELT)
 - *Arthur C Clarke: *2001: A space odyssey* (Penguin)
 - Jules Verne: *Round the World in Eighty Days* (Penguin)
 - Charles Dickens: *Great Expectations* (Macmillan)
 - Gaston Leroux: *The Phantom of the Opera* (Penguin)
- *Set also in 2007.
- This paper is designed to test candidates' ability to write specified task types with a range of functions. Assessment is based on: achievement of task; range of vocabulary and structure; organisation and cohesion; accuracy; spelling and punctuation; appropriacy.

Paper 3: Use of English (1 hour and 15 minutes)

- This paper comprises 5 parts with 65 questions in total:
 - Part 1: Multiple choice cloze
 - Part 2: Open cloze
 - Part 3: Key word transformations
 - Part 4: Error correction
 - Part 5: Word formation.

- For Parts 1, 2, 4 and 5, one mark is given for each correct answer. For Part 3, up to two marks are given for each answer.
- This paper is designed to test candidates' ability to demonstrate knowledge and control of the language system by completing various tasks at word, sentence and text level.

Paper 4: Listening (approximately 40 minutes)

- This paper comprises 4 parts with 30 questions in total:
 - Part 1: Multiple choice
 - Part 2: Note taking, blank filling or sentence completion
 - Part 3: Multiple matching
 - Part 4: Selection from two or three possible answers
- Each part contains audio-recorded material with a range of text types.
- One mark is given for each correct answer in this paper.
- This paper is designed to test the following: understanding of gist or main points; the ability to extract detail or specific information or deduce meaning

Paper 5: Speaking (14 minutes)

- The Speaking test comprises 4 parts:
 - Part 1: Interview
 - Part 2: Individual long turns
 - Part 3: Collaborative task
 - Part 4: Discussion
- The Speaking test is based on visual and verbal prompts.
- This test is designed to assess candidates' ability to produce spoken English in a variety of tasks. Assessment is based on the following criteria: grammar and vocabulary; discourse management; pronunciation; interactive communication.
- Candidates are examined in pairs with two examiners. Where there is an uneven number of candidates, the last single candidate will be examined with the last pair to form a group of three.

■ EXAMINATION CONTENT:

DECEMBER 2008

Paper 1: Reading (1 hour)

- The Reading paper comprises 3 parts with 30 questions in total:
 - Part 1: Multiple choice
 - Part 2: Gapped text sentences
 - Part 3: Multiple matching
- For Parts 1 and 2, two marks are given for each correct answer. For Part 3, one mark is given for each correct answer.
- There are 3 texts, one of which may be a multi-text.
- This paper is designed to test the candidate's ability to understand, among other things: detail, opinion, gist, attitude, inference, text organisation features (including exemplification, comparison, reference), purpose, main idea, text structure, specific information.

Paper 2: Writing (1 hour and 20 minutes)

- The Writing paper comprises 2 writing tasks:
 - Part 1: Compulsory letter or email (120–150 words)
 - Part 2: One task selected from a choice of five.
- Either Q.2–4: Candidates choose one task from the following: article, letter, report, essay, review, story (120–180 words)
- or Q.5a) or Q.5b): a task on a prescribed background reading text.
- One or more of the following texts may be read as preparation for the two optional set text tasks: article, essay, report, review, letter.
- Charles Dickens *Great Expectations* (Macmillan)
- Gaston Leroux *The Phantom of the Opera* (Penguin)
- The texts are Graded Readers which have been adapted to the level and are suitable for FCE candidates. Other editions of these books may be available. However, teachers and candidates should be aware that the language level in other editions may be less accessible.
- This paper is designed to test candidates' ability to write specified task types with a range of functions. Assessment is based on: achievement of task; range of vocabulary and structure; organisation and cohesion; accuracy; spelling and punctuation; appropriacy.

Paper 3: Use of English (45 minutes)]

- The Use of English paper comprises 4 parts with 42 questions in total:
 - Part 1: Multiple choice lexical cloze
 - Part 2: Open cloze
 - Part 3: Word formation
 - Part 4: Key word transformations
- For Parts 1, 2 and 3, one mark is given for each correct answer. For Part 4, up to two marks are given for each answer.
- This paper is designed to test candidates' ability to demonstrate knowledge and control of the language system by completing various tasks at word, sentence and text level.

Paper 4: Listening (approximately 40 minutes)

- The Listening test comprises 4 parts with 30 questions in total:
 - Part 1: Multiple choice
 - Part 2: Sentence completion
 - Part 3: Multiple matching
 - Part 4: Multiple choice
- Each part contains audio-recorded material drawn from a range of text types.
- One mark is given for each correct answer in this paper.
- This paper is designed to test the candidate's ability to understand, among other things: gist, detail, function, purpose, attitude, opinion, relationship, topic, situation, main idea.

Paper 5: Speaking (14 minutes)

- The Speaking test comprises 4 parts:
 - Part 1: Interview
 - Part 2: Individual long turns
 - Part 3: Collaborative task
 - Part 4: Discussion
- The Speaking test is based on visual and verbal prompts.
- This test is designed to assess candidates' ability to produce spoken English in a variety of tasks. Assessment is based on the following criteria: grammar and vocabulary; discourse management; pronunciation; interactive communication.
- Candidates are examined in pairs with two examiners. Where there is an uneven number of candidates, the last single candidate will be examined with the last pair to form a group of three.

■ MARKS

Each of the five papers is out of a weighted total of 40 marks, making a total of 200 marks for the overall examination.

■ RESULTS

Certificates are awarded in three passing grades A, B and C on the aggregate of marks gained in the five papers indicated above. All candidates are provided with a statement of results which includes a graphical display of the candidate's performance in each paper. These are shown against the scale Exceptional – Good – Borderline – Weak and indicate the candidate's relative performance in each paper. Note that there are no pass/fail marks for individual papers, hence there is no requirement to reach a particular level in any paper in order to achieve a pass in the examination.

■ TIMETABLE

March Session

Saturday 08 March

(morning)	Paper 1 (Reading)
(morning)	Paper 2 (Writing)
(afternoon)	Paper 3 (Use of English)

Window for Paper 4 (Listening)

Sat 1 March – Sun 16 March

Window for Paper 5 (Speaking)

Fri 29 Feb – Sun 23 March

June Session

Tuesday 10 June

(morning)	Paper 1 (Reading)
(morning)	Paper 2 (Writing)
(afternoon)	Paper 3 (Use of English)

or

Saturday 14 June

(morning)	Paper 1 (Reading)
(morning)	Paper 2 (Writing)
(afternoon)	Paper 3 (Use of English)

Window for Paper 4 (Listening)

Sat 31 May – Sun 15 June

Window for Paper 5 (Speaking)

Mon 19 May – Sun 22 June

December Session

Saturday 06 Dec

(morning)	Paper 1 (Reading)
(morning)	Paper 2 (Writing)
(morning/afternoon)	Paper 3 (Use of English)
(morning/afternoon)	Paper 4 (Listening)

Papers must be administered in this sequence 1,2,3 and 4
or

Tuesday 09 Dec

(morning)	Paper 1 (Reading)
(morning)	Paper 2 (Writing)
(morning/afternoon)	Paper 3 (Use of English)
(morning/afternoon)	Paper 4 (Listening)

Papers must be administered in this sequence 1,2,3 and 4

Window for Paper 5 (Speaking)

Fri 14 Nov – Sun 14 Dec

Centres may offer the Tuesday or the Saturday session, or both. However, individual candidates are not allowed to enter for both the Tuesday and the Saturday version in the same session (whether at the same centre or at different centres). Any candidate found to have breached this regulation will be disqualified from the examination without any refund of fees.

Special timetable arrangements will apply for candidates at centres in Greece.

■ MINIMUM ENTRY REQUIREMENTS

4 candidates, provided that the combined total of FCE and/or CAE, and/or CPE candidates in the same session is at least 10.

The Certificate in Advanced English assesses language ability at the Council of Europe's Effective Operational Proficiency Level (C1), which is Level 2 in the UK National Qualifications Framework.

It indicates a high level of language competence for candidates wishing to use English for professional or study

purposes. It is recognised by the majority of British universities and higher education institutions as fulfilling entrance requirements in English language.

Please note: as the examination content changes in December 2008, there is one section for March & June 2008 and a second section for December 2008.

■ EXAMINATION CONTENT:

MARCH & JUNE 2008

Paper 1: Reading (1 hour and 15 minutes)

- This paper comprises 4 parts with approximately 45 questions in total:
 - Part 1: Multiple matching
 - Part 2: Gapped text
 - Part 3: Multiple choice
 - Part 4: Multiple matching
- There are four texts.
 - For Parts 1 and 4, one mark is given for each correct answer. For Parts 2 and 3, two marks are given for each correct answer.
- This paper is designed to test the following; understanding of gist, main points, detail or text structure; the ability to extract specific information, deduce meaning, or recognise opinion and attitude.

Paper 2: Writing (2 hours)

- This paper comprises 2 writing tasks (announcement, instructions, letter, report, review, etc.) of approximately 250 words each:
 - Part 1: A compulsory task or combination of tasks based on a substantial reading input.
 - Part 2: One task selected from a choice of four.
- This paper is designed to test candidates' ability to write specified task types with a range of functions. Assessment is based on: achievement of task and effect on target reader; grammatical accuracy; fluency and range of expression; appropriacy of register; cohesion and organisation of text.

Paper 3: English in Use (1 hour and 30 minutes)

- This paper comprises 6 parts with 80 questions in total:
 - Part 1: Multiple choice cloze
 - Part 2: Open cloze
 - Part 3: Error correction
 - Part 4: Word formation
 - Part 5: Register change gap-fill
 - Part 6: Gapped text
- One mark is given for each correct answer in this paper.
- This paper is designed to assess candidates' ability to demonstrate knowledge and control of the language system by completing various tasks at word, sentence and text level.

Paper 4: Listening (approximately 45 minutes)

- This test comprises 4 parts with 30–40 questions in total:
 - Part 1: Sentence completion or note completion
 - Part 2: Sentence completion or note completion
 - Part 3: Multiple choice or sentence completion
 - Part 4: Multiple matching or multiple choice
- Each part contains audio-recorded material with a range of text types.
- One mark is given for each correct answer in this paper.
- This paper is designed to assess candidates' ability to understand specific information, gist, attitude, opinion, main points and detail.

Paper 5: Speaking (15 minutes)

- The Speaking test comprises 4 parts:
 - Part 1: Interview
 - Part 2: Individual long turns
 - Part 3: Collaborative task
 - Part 4: Discussion
- The Speaking test is based on visual and verbal prompts.
- This test is designed to assess candidates' ability to produce spoken English in a variety of tasks. Assessment is based on the following criteria: grammar and vocabulary; discourse management; pronunciation; interactive communication.
- Candidates are examined in pairs with two examiners. Where there is an uneven number of candidates, the last single candidate will be examined with the last pair to form a group of three.

■ EXAMINATION CONTENT:

DECEMBER 2008

Paper 1: Reading (1 hour and 10 minutes)

- The Reading paper comprises 4 parts with 34 questions in total:
 - Part 1: 3 texts on one theme with 2 multiple choice questions on each text
 - Part 2: Gapped text
 - Part 3: Multiple choice
 - Part 4: Multiple matching
- There are 6 texts.
 - For Parts 1, 2 and 3, two marks are given for each correct answer. For Part 4, one mark is given for each correct answer.

- This paper is designed to test the candidate's ability to understand, among other things: detail, opinion, attitude, gist, main idea, purpose, specific information, text organisation features, text structure.

Paper 2: Writing (1 hour 30 minutes)

- The Writing paper comprises 2 writing tasks:
 - Part 1: Compulsory task such as newspaper/magazine article, report, proposal, letter (180–220 words).
 - Part 2: One task selected from a choice of five.

Either Q.2–4: Candidates choose one task from the following: article, letter (including letters of reference and application), report, proposal, review, information sheet, competition entry, contribution to longer piece, essay (220–260 words).

or Q.5a) or Q.5b): a task on a prescribed background reading text.

One or more of the following texts may be read as preparation for the two optional set text tasks: essay, review, article, report (220–260 words).

Kingsley Amis *Lucky Jim*
 John Grisham *The Pelican Brief*
- This paper is designed to test candidates' ability to write specified task types with a range of functions. Assessment is based on: content; effective organisation of the input; appropriacy of the piece(s) of writing to the intended audience; accuracy; range; style/register. Focuses vary according to the task, e.g. opinion giving, persuading, justifying, giving advice, comparing etc.

Paper 3: Use of English (1 hour)

- The Use of English paper comprises 5 parts with 50 questions in total:
 - Part 1: Multiple choice cloze
 - Part 2: Open cloze
 - Part 3: Word formation
 - Part 4: Gapped sentences
 - Part 5: Key word transformations
- For Parts 1, 2 and 3, one mark is given for each correct answer. For Part 4 two marks are given for each correct answer, and for Part 5, up to 2 marks are given for each correct answer.
- This paper is designed to assess candidates' ability to demonstrate knowledge and control of the language system by completing various tasks at word, sentence and text level.

Paper 4: Listening (approximately 40 minutes)

- The Listening test comprises 4 parts with 30 questions in total:
 - Part 1: Short extracts
 - Part 2: Sentence completion
 - Part 3: Multiple choice
 - Part 4: Multiple matching
- Each part contains audio-recorded material drawn from a range of text types.
- One mark is given for each correct answer in this paper.
- This paper is designed to test the candidate's ability to understand, among other things: feeling, attitude, opinion, purpose, function, agreement, course of action, gist, detail, main points.

Paper 5: Speaking (15 minutes)

- The Speaking test comprises 4 parts:
 - Part 1: Interview
 - Part 2: Individual long turns
 - Part 3: Collaborative task
 - Part 4: Discussion
- The Speaking test is based on visual and verbal prompts.
- This test is designed to assess candidates' ability to produce spoken English in a variety of tasks. Assessment is based on the following criteria: grammar; vocabulary; discourse management; pronunciation; interactive communication.
- Candidates are examined in pairs with two examiners. Where there is an uneven number of candidates, the last single candidate will be examined with the last pair to form a group of three.

■ MARKS

Each of the five papers is out of a weighted total of 40 marks, making a total of 200 marks for the overall examination.

■ RESULTS

Certificates are awarded in three passing grades A, B and C on the aggregate of marks gained in the five papers indicated above. All candidates are provided with a statement of results which includes a graphical display of the candidate's performance in each paper. These are shown against the scale Exceptional – Good – Borderline – Weak and indicate the candidate's relative performance in each paper. Note that there are no pass/fail marks for individual papers, hence there is no requirement to reach a particular level in any paper in order to achieve a pass in the examination.

■ TIMETABLE

March Session

Saturday 08 March

(morning)	Paper 1 (Reading)
(morning)	Paper 2 (Writing)
(afternoon)	Paper 3 (English in Use)

Window for Paper 4 (Listening)

Sat 1 March – Sun 16 March

Window for Paper 5 (Speaking)

Fri 29 Feb – Sun 23 March

June Session

Wednesday 11 June

(morning)	Paper 1 (Reading)
(morning)	Paper 2 (Writing)
(afternoon)	Paper 3 (English in Use)

Window for Paper 4 (Listening)

Sat 31 May – Sun 15 June

Window for Paper 5 (Speaking)

Mon 19 May – Sun 22 June

December Session

Wednesday 10 Dec

(morning)	Paper 1 (Reading)
(morning)	Paper 2 (Writing)
(morning/afternoon)	Paper 3 (English in Use)
(morning/afternoon)	Paper 4 (Listening)

Papers must be administered in this sequence 1,2,3 and 4

Window for Paper 5 (Speaking)

Fri 14 Nov – Sun 14 Dec

Special timetable arrangements will apply for candidates at centres in Greece.

■ MINIMUM ENTRY REQUIREMENTS

4 candidates, provided that the combined total of FCE and/or CAE, and/or CPE candidates in the same session is at least 10.

The Certificate of Proficiency in English assesses language ability at the Council of Europe's Mastery Level (C2), which is Level 3 in the UK National Qualifications Framework.

It indicates a level of competence which is recognised as fulfilling entrance requirements in English language by British universities and many universities in other English-speaking

countries, and by other institutions of higher education and professional bodies world-wide. In a number of countries CPE provides exemption from local English language requirements or is a qualification for admission to courses or employment where a thorough knowledge of English is required.

■ EXAMINATION CONTENT: JUNE & DECEMBER 2008

Paper 1: Reading (1 hour and 30 minutes)

- This paper comprises 4 parts with 40 questions in total:
 - Part 1: Multiple choice lexical cloze on three short texts
 - Part 2: Multiple choice questions on four short texts
 - Part 3: Gapped text
 - Part 4: Multiple choice questions on one text
- For Part 1, one mark is given for each correct answer. For Parts 2, 3 and 4, two marks are given for each correct answer.
- This paper is designed to test candidates' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole text level.

Paper 2: Writing (2 hours)

- This paper comprises 2 writing tasks of 300–350 words each:
 - Part 1: A compulsory task based on instructions and a short text or texts, involving the production of one of the following task types: an article, an essay, a letter, a proposal.
 - Part 2: One task selected from a choice of four, involving the production of one of the following task types: an article, an essay, a letter, a proposal, a review, a report.
- One or more of the following texts may be read as background preparation for optional tasks in Paper 2:
 - *Michelle Magorian: *Goodnight Mr Tom*
 - *Tobias Hill: *The Cryptographer*
 - Tracy Chevalier: *Girl with a Pearl Earring*
 - *Set also in 2007
- This paper is designed to test candidates' ability to write specified text types with a range of functions. Assessment is based on: achievement of task; range of vocabulary and grammatical structures; accuracy; organisation and cohesion; appropriacy of register and format; effect on target reader.

Paper 3: Use of English (1 hour and 30 minutes)

- This paper comprises 5 parts with 44 questions in total:
 - Part 1: Open cloze
 - Part 2: Word formation
 - Part 3: Gapped sentences
 - Part 4: Sentence transformations
 - Part 5: Two texts with two questions on each text and a summary writing task based on both texts.

- For Parts 1 and 2, one mark is given for each correct answer. For Part 3, two marks are given for each correct answer. For Part 4, up to two marks are given for each answer. For Part 5 questions 40–43, two marks are given for each correct answer. For question 44, fourteen marks are available: up to four marks may be awarded for content and up to ten marks for summary writing skills.
- This paper is designed to assess candidates' ability to demonstrate knowledge and control of the language system by completing various tasks at word, sentence and text level.

Paper 4: Listening (approximately 40 minutes)

- This paper comprises 4 parts with 28 questions in total:
 - Part 1: Multiple choice based on four short extracts
 - Part 2: Sentence completion
 - Part 3: Multiple choice
 - Part 4: Three-way matching
- Each part contains audio-recorded material with a range of text types.
- One mark is given for each correct answer in this paper.
- This paper is designed to assess candidates' ability to understand the meaning of spoken English, to extract information from a text and to understand speakers' attitudes and opinions.

Paper 5: Speaking (19 minutes)

- This paper comprises 3 parts:
 - Part 1: Interview
 - Part 2: Collaborative task
 - Part 3: Individual long turns with follow-up discussion
- The Speaking test is based on visual and verbal prompts.
- This test is designed to assess candidates' ability to produce spoken English using a range of functions in a variety of tasks. Assessment is based on the following criteria: grammatical resource; lexical resource; discourse management; pronunciation; interactive communication.
- Candidates are examined in pairs with two examiners. Where there is an uneven number of candidates, the last single candidate will be examined with the last pair to form a group of three.

■ MARKS

Each of the five papers is out of a weighted total of 40 marks, making a total of 200 marks for the overall examination.

■ RESULTS

Certificates are awarded in three passing grades A, B and C on the aggregate of marks gained in the five papers indicated above. All candidates are provided with a statement of results which includes a graphical display of the candidate's performance in each paper. These are shown against the scale Exceptional – Good – Borderline – Weak and indicate the candidate's relative performance in each paper. Note that there are no pass/fail marks for individual papers, hence there is no requirement to reach a particular level in any paper in order to achieve a pass in the examination.

■ TIMETABLE

June Session

Thursday 12 June

(morning)	Paper 1 (Reading)
(morning)	Paper 2 (Writing)
(afternoon)	Paper 3 (Use of English)

Window for Paper 4 (Listening)

Sat 31 May – Sun 15 June

Window for Paper 5 (Speaking)

Mon 19 May – Sun 22 June

December Session

Thursday 11 Dec

(morning)	Paper 1 (Reading)
(morning)	Paper 2 (Writing)
(afternoon)	Paper 3 (Use of English)
(afternoon)	Paper 4 (Listening)

Papers must be administered in this sequence 1,2,3 and 4

Window for Paper 5 (Speaking)

Fri 14 Nov – Sun 14 Dec

Special timetable arrangements will apply for candidates at centres in Greece.

■ MINIMUM ENTRY REQUIREMENTS

4 candidates, provided that the combined total of FCE and/or CAE, and/or CPE candidates in the same session is at least 10.

The Business English Certificates are a suite of three examinations (BEC Preliminary, BEC Vantage and BEC Higher) designed to test the English used in business. They are suitable for adults (aged 16 and over) who are either preparing for a career in business or already in work.

BEC Preliminary assesses language ability used in the context of business at the Council of Europe's Threshold Level (B1) for general language proficiency, which is Entry Level 3 in the UK National Qualifications Framework.

■ EXAMINATION CONTENT

Test of Reading and Writing (1 hour and 30 minutes)

- In the Reading component there are 7 tasks of the following types: multiple choice, matching, Right/Wrong/Doesn't Say, multiple choice gap-filling and form-filling. The Reading component contributes 25% of the total marks.
- In the Writing component there are 2 tasks, both compulsory. Candidates produce a piece of internal company communication (30–40 words) and a piece of business communication (based on Reading input 60–80 words). The Writing component contributes 25% of the total marks.

Test of Listening (approximately 40 minutes)

- In the Listening paper there are 4 tasks of the following types: multiple choice, gap-filling and form-filling. Texts used are monologues and dialogues, including interviews, discussions, telephone conversations and messages. The Listening paper contributes 25% of the total marks.

Test of Speaking (12 minutes)

- The Speaking test is conducted by two external examiners and candidates are tested in pairs. Where there is an uneven number of candidates, the last single candidate is examined with the last pair in a group of three.
- There are 3 tasks in which each candidate responds to questions, gives a 'mini-presentation' lasting approximately one minute and takes part in a collaborative task with the other candidate. The Speaking test contributes 25% of the total marks.

■ RESULTS

Certificates are awarded in two passing grades – Pass with Merit and Pass – based on the aggregate marks gained in the three papers indicated above. All candidates are provided with a statement of results which includes a graphical display of the candidate's performance in each skill (Reading and Writing performance are reported separately). These are shown against the scale Exceptional – Good – Borderline – Weak, and indicate the candidate's relative performance in

each skill. Note that there are no pass/fail marks for individual papers, hence there is no requirement to reach a particular level in any paper in order to achieve a pass in the examination.

■ TIMETABLE

March (Session 1)

Thursday 13 March (morning)	Paper 1 (Reading & Writing) and Paper 2 (Listening)
07 March–17 March (Overseas) 29 Feb–17 March (UK)	Window for Paper 3 (Speaking)

May (Session 2)

Saturday 17 May (morning)	Paper 1 (Reading & Writing) and Paper 2 (Listening)
09 May–19 May (Overseas) 02 May–19 May (UK)	Window for Paper 3 (Speaking)

June (Session 3)

Thursday 05 June (morning)	Paper 1 (Reading & Writing) and Paper 2 (Listening)
30 May–09 June (Overseas) 23 May–14 June (UK)	Window for Paper 3 (Speaking)

November (Session 4)

Saturday 15 Nov (morning)	Paper 1 (Reading & Writing) and Paper 2 (Listening)
07 Nov–17 Nov (Overseas) 31 Oct–17 Nov (UK)	Window for Paper 3 (Speaking)

■ MINIMUM ENTRY REQUIREMENTS

4 candidates, provided that the combined total of BEC Preliminary and/or BEC Vantage and/or BEC Higher candidates in the same session is at least 10.

The Business English Certificates are a suite of three examinations (BEC Preliminary, BEC Vantage and BEC Higher) designed to test the English used in business. They are suitable for adults (aged 16 and over) who are either preparing for a career in business or already in work.

BEC Vantage assesses language ability used in the context of business at the Council of Europe's Vantage Level (B2) for general language proficiency, which is Level 1 in the UK National Qualifications Framework.

EXAMINATION CONTENT

Test of Reading (1 hour)

- In the Reading component there are 5 tasks of the following types: multiple choice, matching, sentence level gap-filling, multiple choice gap-filling and error identification. The Reading component contributes 25% of the total marks.

Test of Writing (45 minutes)

- In the Writing component there are 2 tasks, both compulsory. Candidates produce a piece of internal company communication (40–50 words), and a short report, proposal or piece of business correspondence (based on Reading input, 120–140 words). The Writing component contributes 25% of the total marks.

Test of Listening (40 minutes)

- In the Listening paper there are 3 tasks of the following types: gap-filling or note completion, matching and multiple choice. Texts used are monologues and dialogues, including interviews, discussions, telephone conversations and messages. The Listening paper contributes 25% of the total marks.

Test of Speaking (14 minutes)

- The Speaking test is conducted by two external examiners and candidates are tested in pairs. Where there is an uneven number of candidates, the last single candidate is examined with the last pair in a group of three.
- There are 3 tasks in which each candidate responds to questions, gives a 'mini-presentation' lasting approximately one minute and takes part in a collaborative task with the other candidate. The Speaking test contributes 25% of the total marks.

RESULTS

Certificates are awarded in three passing grades – A, B and C – based on the aggregate of marks gained in the four papers indicated above. All candidates are provided with a statement of results which includes a graphical display of the candidate's performance in each paper. These are shown against the scale Exceptional – Good – Borderline – Weak and indicate the candidate's relative performance in each paper. Note that there are no pass/fail marks for individual papers, hence there is no requirement to reach a particular level in any paper in order to achieve a pass in the examination.

TIMETABLE

March (Session 1)

Friday 14 March (morning)	Paper 1 (Reading) Paper 2 (Writing) Paper 3 (Listening)
07 March–17 March (Overseas) 29 Feb–17 March (UK)	Window for Paper 4 (Speaking)

May (Session 2)

Saturday 31 May (morning)	Paper 1 (Reading) Paper 2 (Writing) Paper 3 (Listening)
09 May–02 June (Overseas) 02 May–02 June (UK)	Window for Paper 4 (Speaking)

June (Session 3)

Friday 06 June (morning)	Paper 1 (Reading) Paper 2 (Writing) Paper 3 (Listening)
30 May–09 June (Overseas) 23 May–14 June (UK)	Window for Paper 4 (Speaking)

November (Session 4)

Saturday 29 Nov (morning)	Paper 1 (Reading) Paper 2 (Writing) Paper 3 (Listening)
07 Nov–01 Dec (Overseas) 31 Oct–01 Dec (UK)	Window for Paper 4 (Speaking)

MINIMUM ENTRY REQUIREMENTS

4 candidates, provided that the combined total of BEC Preliminary and/or BEC Vantage and/or BEC Higher candidates in the same session is at least 10.

The Business English Certificates are a suite of three examinations (BEC Preliminary, BEC Vantage and BEC Higher) designed to test the English used in business. They are suitable for adults (aged 16 and over) who are either preparing for a career in business or already in work.

BEC Higher assesses language ability used in the context of business at the Council of Europe's Effective Operational Proficiency Level (C1) for general language proficiency, which is Level 2 in the UK National Qualifications Framework.

■ EXAMINATION CONTENT

Test of Reading (1 hour)

- In the Reading component there are 6 tasks of the following types: multiple choice, matching, word level gap-filling, sentence level gap-filling, multiple choice gap-filling and error identification. The Reading component contributes 25% of the total marks.

Test of Writing (1 hour and 10 minutes)

- In the Writing component there are 2 tasks. In Part One candidates produce a short report (based on graphic input, 120–140 words). In Part Two candidates choose whether to write a report, proposal or piece of business correspondence (200–250 words). The Writing component contributes 25% of the total marks.

Test of Listening (approximately 40 minutes)

- In the Listening paper there are 3 tasks of the following types: gap-filling or note completion, matching and multiple choice. Texts used are monologues and dialogues, including interviews, discussions, telephone conversations and messages. The Listening paper contributes 25% of the total marks.

Test of Speaking (16 minutes)

- The Speaking test is conducted by two external examiners and candidates are tested in pairs. Where there is an uneven number of candidates, the last single candidate is examined with the last pair in a group of three.
- There are 3 tasks in which each candidate responds to questions, gives a 'mini-presentation' lasting approximately one minute and takes part in a collaborative task with the other candidate. The Speaking test contributes 25% of the total marks.

■ RESULTS

Certificates are awarded in three passing grades – A, B and C – based on the aggregate of marks gained in the four papers indicated above. All candidates are provided with a statement of results which includes a graphical display of the candidate's performance in each paper. These are shown against the scale Exceptional – Good – Borderline – Weak and indicate the candidate's relative performance in each paper. Note that

there are no pass/fail marks for individual papers, hence there is no requirement to reach a particular level in any paper in order to achieve a pass in the examination.

■ TIMETABLE

March (Session 1)

Wednesday 12 March (morning)	Paper 1 (Reading) Paper 2 (Writing) Paper 3 (Listening)
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07 March–17 March (Overseas) 29 Feb–17 March (UK)	Window for Paper 4 (Speaking)
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May (Session 2)

Saturday 24 May (morning)	Paper 1 (Reading) Paper 2 (Writing) Paper 3 (Listening)
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09 May–26 May (Overseas) 02 May–26 May (UK)	Window for Paper 4 (Speaking)
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June (Session 3)

Wednesday 04 June (morning)	Paper 1 (Reading) Paper 2 (Writing) Paper 3 (Listening)
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30 May–09 June (Overseas) 23 May–14 June (UK)	Window for Paper 4 (Speaking)
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November (Session 4)

Saturday 22 Nov (morning)	Paper 1 (Reading) Paper 2 (Writing) Paper 3 (Listening)
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07 Nov–24 Nov (Overseas) 31 Oct–24 Nov (UK)	Window for Paper 4 (Speaking)
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■ MINIMUM ENTRY REQUIREMENTS

4 candidates, provided that the combined total of BEC Preliminary and/or BEC Vantage and/or BEC Higher candidates in the same session is at least 10.

The International Legal English Certificate is an examination designed to test English used in a legal context. It is suitable for law students and practising lawyers who are seeking employment in an international legal setting.

ILEC assesses language ability used in a legal context at both Vantage Level (B2) and Effective Operational Proficiency Level (C1) on the Council of Europe's Common European Framework of Reference for Languages.

■ EXAMINATION CONTENT

Test of Reading (1 hour and 15 minutes)

- In the Reading component there are 6 tasks of the following types: multiple choice, multiple matching, word level gap-filling, sentence level gap-filling, multiple choice gap-filling and word formation. The Reading component contributes 25% of the total marks.

Test of Writing (1 hour and 15 minutes)

- In the Writing component there are 2 tasks. In Part One candidates produce a letter (based on a rubric, input letter and five content points, 120–180 words). In Part Two candidates write a memorandum (based on a rubric and four content points, 200–250 words). The Writing component contributes 25% of the total marks.

Test of Listening (approximately 40 minutes)

- In the Listening paper there are 4 tasks of the following types: multiple choice, sentence completion and multiple matching. Texts used are monologues and two or more interacting speakers, including presentations, lectures, briefings, consultations, meetings, discussions, etc. The Listening paper contributes 25% of the total marks.

Test of Speaking (16 minutes)

- The Speaking test is conducted by two external examiners and candidates are tested in pairs. Where there is an uneven number of candidates, the last single candidate is examined with the last pair in a group of three.
- There are 4 tasks in which each candidate responds to questions, gives a 'mini-presentation' lasting approximately one minute, takes part in a collaborative task with the other candidate and takes part in a discussion with the other candidate and the interlocutor. The Speaking test contributes 25% of the total marks.

■ RESULTS

Certificates are awarded in three passing grades – C1 Pass with Merit, C1 Pass and B2 Pass – based on the aggregate of marks gained in the four papers indicated above. All candidates are provided with a statement of results which includes a graphical display of the candidate's performance in each paper. These are shown against the scale Exceptional – Good – Borderline – Weak and indicate the candidate's relative performance in each paper. Note that there are no pass/fail marks for individual papers, hence there is no requirement to reach a particular level in any paper in order to achieve a pass in the examination.

■ TIMETABLE

May

Saturday 10 May (morning)	Test of Reading Test of Writing Test of Listening
02 May–12 May	Window for Test of Speaking

November

Saturday 15 Nov (morning)	Test of Reading Test of Writing Test of Listening
07 Nov–17 Nov	Window for Test of Speaking

■ MINIMUM ENTRY REQUIREMENTS

The minimum entry requirement is 10 candidates.

The International Certificate in Financial English is an examination designed to test English used in a finance and accountancy context. It is suitable for students of finance and accounting and finance and accounting professionals who are seeking employment in an international finance setting.

ICFE assesses language ability used in a finance and accountancy context at both Vantage Level (B2) and Effective Operational Proficiency Level (C1) on the Council of Europe's Common European Framework of Reference for Languages.

■ EXAMINATION CONTENT

Test of Reading (1 hour and 15 minutes)

- In the Reading component there are 6 tasks of the following types: multiple choice, multiple matching, word level gap-filling, sentence level gap-filling, multiple choice gap-filling and word formation. The Reading component contributes 25% of the total marks.

Test of Writing (1 hour and 15 minutes)

- In the Writing component there are 2 tasks. In Part One candidates produce a letter (based on a rubric, input letter and five content points, 120–180 words). In Part Two candidates write a report (based on a rubric and four content points, 200–250 words). The Writing component contributes 25% of the total marks.

Test of Listening (approximately 40 minutes)

- In the Listening paper there are 4 tasks of the following types: multiple choice, sentence completion and multiple matching. Texts used are monologues and two or more interacting speakers, including presentations, lectures, briefings, consultations, meetings, discussions, etc. The Listening paper contributes 25% of the total marks.

Test of Speaking (16 minutes)

- The Speaking test is conducted by two external examiners and candidates are tested in pairs. Where there is an uneven number of candidates, the last single candidate is examined with the last pair in a group of three.
- There are 4 tasks in which each candidate responds to questions, gives a 'mini-presentation' lasting approximately one minute, takes part in a collaborative task with the other candidate and takes part in a discussion with the other candidate and the interlocutor. The Speaking test contributes 25% of the total marks.

■ RESULTS

Certificates are awarded in three passing grades – C1 Pass with Merit, C1 Pass and B2 Pass – based on the aggregate of marks gained in the four papers indicated above. All candidates are provided with a statement of results which includes a graphical display of the candidate's performance in each paper. These are shown against the scale Exceptional – Good – Borderline – Weak and indicate the candidate's relative performance in each paper. Note that there are no pass/fail marks for individual papers, hence there is no requirement to reach a particular level in any paper in order to achieve a pass in the examination.

■ TIMETABLE

May

Saturday 10 May (morning)	Test of Reading Test of Writing Test of Listening
02 May–12 May	Window for Test of Speaking

November

Saturday 15 Nov (morning)	Test of Reading Test of Writing Test of Listening
07 Nov–17 Nov	Window for Test of Speaking

■ MINIMUM ENTRY REQUIREMENTS

The minimum entry requirement is 10 candidates.

Skills for Life is a suite of modular tests introduced in 2004/2005. **The tests are offered in England, Wales and Northern Ireland only.**

The Skills for Life tests are designed for adult (16+) learners whose first language is not English, and who are living or trying to settle in the UK. These ESOL learners may include refugees or asylum seekers, migrant workers, people from settled communities, and partners or spouses of people who have been settled in this country for a number of years.

Cambridge ESOL's Certificates in ESOL Skills for Life contribute to the Skills for Life initiative by providing assessment of ESOL which is designed around the standards for adult literacy and the Adult ESOL Core Curriculum. They meet the needs of a diverse range of adult ESOL learners resident or seeking residence in the UK.

Cambridge ESOL Skills for Life certificates are available at Entry 1, Entry 2 and Entry 3, Level 1 and Level 2 on the National Qualifications Framework.

At each level – Entry 1, Entry 2, Entry 3, Level 1 and Level 2 – three separate modes are available:

- Reading
- Writing
- Speaking and Listening.

Candidates may choose to enter any combination of the three modes. In order to reflect the fact that many candidates will have varying levels of ability in different skills, candidates can be assessed in different modes at different levels in the same examination session. In this way, candidates are able to build up a portfolio of achievement over time.

The approximate timings for each mode are given below. More information is available at: www.CambridgeESOL.org/SfL

Mode	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Reading	50 mins	1 hour	1 hour and 15 mins	1 hour	1 hour
Writing	40 mins	50 mins	1 hour	1 hour and 15 mins	1 hour and 30 mins
Speaking and Listening	16–18 mins	18–20 mins	20–22 mins	24 mins	26 mins

■ EXAMINATION CONTENT

Reading

All Reading tasks are designed to reflect the everyday experience of the ESOL learner. They draw on authentic or semi-authentic texts and task-types, and provide an opportunity for candidates to respond to language in a similar way to that which is asked of them in the daily course of their lives.

Entry Levels 1–3

Candidates will need to engage with at least three input texts and perform a variety of task types. Tasks in the Reading mode may be linked thematically, forming a scenario both familiar and relevant to the target candidature, and giving authentic reasons for reading in each case. There is no fixed format of task and item types.

Candidates are provided with a question booklet which includes the reading texts and the questions to be answered. Candidates are strongly advised to use monolingual English dictionaries, as tasks are written with dictionary use in mind. Electronic dictionaries are not allowed.

Levels 1 and 2

The Level 1 and 2 reading tests are made up of eight short texts with five multiple-choice questions on each text. Candidates choose the correct option (A,B,C or D) for each question and record their answer on a separate answer sheet. The texts are mostly of a functional, informational nature and include advertisements, personal letters, workplace memos, magazine articles, product information and tourist information. Dictionaries may not be used at either levels and candidates have one hour in which to complete the test.

Speaking and Listening

All Speaking and Listening tasks are designed to reflect the everyday experience of the ESOL learner, and involve the candidates in a range of exchanges connected with, for example, education, training, work, social roles, health, transport, housing, buying goods, leisure etc.

At each level, the assessment focuses on gathering evidence that the candidate can *listen and respond*, *speak to communicate* and *engage in discussion*. There are two main phases in the Speaking and Listening mode. In the first phase, candidates are expected to ask and answer questions on familiar topics, and, at Entry 2 and above, to give a short presentation.

The second phase consists of an integrated Listening and Speaking event. A listening text delivered on CD allows assessment of the candidate's ability to listen for both gist and detail, with evidence of achievement gathered through spoken answers. A thematically related discussion will follow, allowing further assessment of skills in the *Speak to Communicate* and *Engage in Discussion* strands.

The Speaking and Listening test is carried out in a paired format, with two candidates and two examiners. A local teacher acts as an 'interlocutor' and interacts with the candidate, following detailed guidelines provided by Cambridge ESOL. The second examiner is a Cambridge-supplied 'assessor'. The assessor carries out the assessments and takes an active part only in certain phases and only at Levels 1 and 2.

Where there is an odd number of candidates for a Speaking and Listening test, the final test of the session will still be conducted in a paired format, using a 'dummy' candidate.

Writing

All Writing tasks are designed to reflect the everyday experience of the ESOL learner. The Writing paper will draw on authentic or semi-authentic texts and task-types, and provide an opportunity for candidates to use and respond to language in a similar way to that which is asked of them in the daily course of their lives. Question papers in the Writing mode may be linked thematically, forming a scenario both familiar and relevant to the target candidature, giving authentic reasons for writing in each case. There is no fixed format of task types, though those included will aim to reflect a real-world writing purpose, and are designed to be accessible in terms of genre and topic to all adult learners at the level.

At each level, the Writing mode aims to gather evidence that the candidate can write in different forms and communicate with different intended audiences. This involves awareness of different levels of formality, and an ability to use a range of lexical and grammatical features appropriate to the task.

■ RESULTS

Candidates will receive a statement of results approximately two to three weeks (depending on the test taken) after receipt of materials at Cambridge ESOL. The statement of results indicates whether the candidate has achieved 'Pass' or 'Below Pass' in the given mode. Results are issued for all modes taken and include diagnostic feedback for test-users. (For Reading at Levels 1 and 2, this is only provided for 'Below Pass' candidates.)

At each level, learners who achieve passes in Reading and/or Writing will be awarded certificates at mode level. Candidates who achieve a pass in Speaking and Listening will be awarded a separately accredited qualification. Candidates who achieve a pass in all three modes will receive a 'Level' certificate, which will be issued at the lowest level of successful achievement across the modes.

■ TIMETABLE

The tests are available on-demand. Cambridge ESOL requires four weeks' notice to be given before the date of the proposed examination session.

■ ENTRY REQUIREMENTS

The certificates are provided for learners whose first language is not English. Candidates may not enter for the same mode at more than one level in the same session. Centres are required to ensure that candidates enter the examinations only at a time when they have a realistic chance of success at the given level.

Minimum entry requirements are 10 entries for each mode (Reading, Writing, Speaking and Listening) at any combination of levels. For the Speaking and Listening test, there must be a minimum of 4 entries at any one level.

IELTS consists of six modules. All candidates take the same Listening and Speaking modules. There is a choice of Reading and Writing modules according to the candidates' reasons for taking the test.

The Academic Reading and Writing modules assess whether a candidate is ready to study or train in the medium of English at an undergraduate or postgraduate level. IELTS is accepted by universities and colleges in the United Kingdom, Australia, New Zealand, the United States and Canada. IELTS is also widely used by professional bodies, such as the General

Medical Council in the UK. The emphasis of the General Training Reading and Writing modules is on basic survival skills in a broad social and educational context. It is suitable for candidates who are going to English speaking countries to complete their secondary education or to undertake work experience or training programmes not at degree level. The General Training modules are also used as evidence of language competence for immigration purposes in Australia, Canada and New Zealand.

■ EXAMINATION CONTENT

Listening (30 minutes)

There are 4 sections with a total of 40 questions. The first two sections are concerned with social needs. There is a conversation between two speakers and then a monologue. The final two sections are concerned with situations related more closely to educational or training contexts. There is a conversation between up to four people and then a further monologue. The Listening module is recorded on a CD and is heard ONCE only.

Academic Reading (60 minutes)

There are 3 reading passages with a total of 40 questions. The passages deal with issues which are interesting, recognisably appropriate and accessible to candidates entering postgraduate or undergraduate courses. At least one text contains detailed logical argument. Texts may contain non-verbal input such as diagrams, graphs or illustrations.

General Training Reading (60 minutes)

There are 3 sections with a total of 40 questions. The first section, social survival, contains texts relevant to basic linguistic survival in English. Training survival, the second section, focuses on the training context, and the third section, general reading, involves reading more extended prose.

Academic Writing (60 minutes)

There are 2 tasks to complete. In Task 1 candidates are asked to describe some information (chart, table, graph, diagram), and to present the information in their own words. In Task 2 candidates are presented with a point of view or argument or problem, and asked to present a solution or justify an opinion.

General Training Writing (60 minutes)

There are 2 tasks to complete. In Task 1 candidates are asked to respond to a given problem with a letter requesting information or explaining a situation. In Task 2 candidates are presented with a point of view or argument or problem, and asked to present a solution or justify an opinion.

Speaking (11–14 minutes)

The Speaking module is a one-to-one interview between the candidate and an examiner. It assesses whether candidates have the necessary knowledge and skills to communicate effectively with native speakers of English in contexts relevant to the study and training functions of IELTS.

■ MARKS

Each module is equally weighted.

■ RESULTS

A score in each of the four modules, and an overall score, are recorded as levels of ability on a nine-band scale. Individual module scores are added together and averaged for the Overall Band Score. Each Band corresponds to a descriptive statement giving a summary of the English ability typical of a candidate at that level. Results are available 13 days after taking the test. Results are reported on a Test Report Form (not a certificate) and are normally accepted by receiving institutions as valid for a minimum of two years from the date of the test. Individual receiving institutions specify the levels for the Overall Band Score (and, in some cases, of module(s)) which fulfil their language requirements. This level is typically in the range of Band 6 to Band 7 for academic candidates. A Band Score of 6.5–7.0 indicates a level of ability at Effective Operational Proficiency (C1) in the Council of Europe's Framework of general language proficiency, which is Level 2 in the UK National Qualifications Framework.

■ TIMETABLE

IELTS is available on 48 fixed dates during the year. The General Training Modules are only available on 24 dates a year. The Speaking module can be taken in a two-week window around the test date. Test dates are published on www.ieltscentrenet.org and www.ielts.org websites.

The Certificate in English Language Teaching to Adults (CELTA), is an introductory award-bearing course for candidates who have little or no previous experience of English Language teaching. CELTA is intended to equip candidates to obtain their first teaching position, and it is highly regarded internationally by employers as indicating sound initial training.

CELTA is accredited by the QCA in England, ACCAC in Wales and CCEA in Northern Ireland as a Level 4 qualification in the National Qualifications Framework. Its accredited title is the Cambridge ESOL level 4 Certificate in Teaching English to Speakers of Other Languages (CELTA).

■ ENTRY

Candidates must be at least 18 years old by the start of CELTA courses and have a standard of education which would allow them entry to higher education in their country. In addition, all candidates should have an awareness of language and a competence in English, both written and spoken, that enables them to undertake the course. Centres are required to ensure that:

- a. the course is suitable for applicants in terms of their background, experience and career plans
- b. applicants have the potential to develop the necessary skills to become effective teachers and to complete successfully the written assignments and the assessment of practice teaching.

■ SYLLABUS AREAS

CELTA courses include a significant amount of observation of classes and teaching practice, systematically integrated with the input sessions. The specific aims of the award are to enable candidates to:

1. assess learner needs, and plan and teach lessons which take account of learners' backgrounds, learning preferences and current needs
2. demonstrate language knowledge and awareness and appropriate teaching strategies
3. demonstrate knowledge about language skills and how they may be acquired
4. plan and prepare lessons designed to develop their learners' overall language competence
5. demonstrate an appropriate range of teaching skills at this level and show professional awareness and responsibility.

■ ASSESSMENT

Assessment of each candidate's practical ability in ELT is carried out on a continuous basis and trainees are assessed in all the syllabus areas, with particular emphasis being given to their ability to foster learning. Candidates are also required to produce several pieces of written work of a practical nature.

■ RESULTS

Candidates are awarded the CELTA if they satisfactorily fulfil all the requirements of the Award. They will have shown potential for further development, and an awareness of language learning problems and of classroom techniques.

■ AVAILABILITY

A list of approved centres is available at:
www.CambridgeESOL.org/teaching

■ TIMETABLE

Contact local centres for details.

■ MINIMUM ENTRY REQUIREMENTS

The minimum entry for each course is 10 candidates. Candidates must be entered at the beginning of each course.

The Certificate in Further Education Teaching Stage 3 with the Certificate for ESOL Subject Specialists is a two-module course for new teachers of ESOL working in the Learning and Skills Sector in the UK. Module One is separately certificated as CELTA. The Certificate for ESOL Subject Specialists may also be taken as a stand-alone qualification.

The Certificate in Further Education Teaching Stage 3 with the Certificate for ESOL Subject Specialists is accredited by the Qualifications and Curriculum Authority at Levels 5 and 4 respectively on the National Qualifications Framework. It is also endorsed and approved by Lifelong Learning UK.

■ ENTRY

Candidates must be at least 18 years old by the start of Module One courses and have a standard of education which would allow them entry to higher education in their country. In addition, all candidates should have an awareness of language and a competence in English, both written and spoken, that enables them to undertake the course. Centres are required to ensure that:

- a. the course is suitable for applicants in terms of their background, experience and career plans
- b. applicants have the potential to develop the necessary skills to become effective teachers and to complete successfully the written assignments and the assessment of practice teaching.

■ SYLLABUS AREAS

The course comprises the following syllabus areas:

1. Learners and teachers, and the teaching and learning context
2. Language analysis and awareness
3. Language skills: reading, listening, speaking and writing
4. Planning and resources
5. Developing teaching skills and professionalism
6. Teaching and learning; theories and context
7. Language learning theories; language analysis and awareness
8. Understanding and developing language skills
9. Planning learning, assessment and evaluation
10. Delivering ESOL learning programmes
11. Personal skills: language, literacy and numeracy

The syllabus aims to provide candidates with the knowledge, understanding and skills required by those teaching ESOL in the Learning and Skills context in the UK.

■ ASSESSMENT

An assessed teaching portfolio is presented at the end of the course. The portfolio is a professional record of the compulsory 120-hour teaching placement, twelve hours of which are observed and assessed. Candidates also complete ten assignments. For candidates entered for the Certificate for ESOL Subject Specialists only, the teaching placement is 30 hours. Seven assignments must be completed.

■ RESULTS

Candidates are awarded the Certificate in Further Education Teaching Stage 3 and the Certificate for ESOL Subject Specialists if they satisfactorily fulfil all the requirements of the Award.

■ AVAILABILITY

A list of approved centres is available at:
www.CambridgeESOL.org/teaching

■ TIMETABLE

Contact local centres for details.

■ MINIMUM ENTRY REQUIREMENTS

The minimum entry for each course is 10 candidates. Candidates must be entered within 6 weeks of the start date of the course.

The Certificate in English Language Teaching to Young Learners (CELTYL), is an introductory award-bearing course for candidates who have little or no previous experience of English Language Teaching and who intend to teach in language schools. CELTYL course programmes focus on teaching young learners from 5–10 or 8–13 or 11–16.

The Certificate awarded to successful candidates is endorsed with the specific age range on which the course has focused. The CELTYL is intended to equip candidates to obtain their first teaching position, and it is highly regarded internationally by employers as indicating sound initial training.

Also available is the Young Learner (YL) Extension to CELTA, for people who have successfully completed CELTA and who want to extend their experience to working with young learners.

Course programmes focus on teaching young learners from either 5–10, 8–13 or 11–16, and courses generally last two weeks. Assessment includes practical teaching and written assignments.

Successful candidates receive a certificate of endorsement confirming that they have been awarded the Young Learner Extension, and stating the specific age range on which the course has focused.

■ ENTRY

Candidates must be at least 18 years old by the start of CELTYL courses and have a standard of education which would allow them entry to higher education in their country. In addition, all candidates should have an awareness of language and a competence in English, both written and spoken, that enables them to undertake the course. Centres are required to ensure that:

- the course is suitable for applicants in terms of their background, experience and career plans
- applicants have the potential to develop the necessary skills to become effective teachers and to complete successfully the written assignments and the assessment of practice teaching.

Applicants for CELTYL courses are screened by the Centre to ensure their suitability to work with young learners.

■ SYLLABUS AREAS

CELTYL courses include a significant amount of observation of classes and teaching practice, systematically integrated with the input sessions. The specific aims of the award are to enable candidates to:

- develop an awareness of language and a knowledge of the description of English and apply these in their professional ELT practice
- develop an initial understanding of the contexts within which young learners learn English, their motivations and the roles of the teacher and the learner
- develop familiarity with the principles and practice of effective English Language teaching to young learners
- develop basic skills for teaching young learners in the language classroom
- develop familiarity with appropriate resources and materials for use with young learners of English for teaching, testing and for reference
- identify opportunities for their own future development as professionals in the field.

■ ASSESSMENT

Assessment of each candidate's practical ability in ELT is carried out on a continuous basis and trainees are assessed in all the syllabus areas, with particular emphasis being given to their ability to foster learning. Candidates are also required to produce several pieces of written work of a practical nature.

■ RESULTS

Candidates are awarded the CELTYL if they satisfactorily fulfil all the requirements of the course. They will have shown potential for further development, and an awareness of language learning problems and of classroom techniques.

■ AVAILABILITY

A list of approved centres is available at:
www.CambridgeESOL.org/teaching

■ TIMETABLE

Contact local centres for details.

■ MINIMUM ENTRY REQUIREMENTS

The minimum entry for each course is 10 candidates. Candidates must be entered at the beginning of the course.

TKT tests knowledge about the teaching of English to speakers of other languages. TKT is suitable for teachers of English in primary, secondary or adult teaching contexts, and is intended for an international audience of non-first language or first language teachers of English.

TKT consists of three modules. Candidates may enter for any number of these and receive a certificate for each module taken. It is not essential to complete all three modules.

■ ENTRY

Candidates taking TKT will normally have some limited experience of teaching English to speakers of other languages. However, TKT may also be taken by pre-service teachers and/or teachers with teaching experience who wish to refresh their teaching knowledge or who are moving to English teaching after teaching another subject.

TKT candidates should have a competence in English that enables them to access the test. Candidates are also expected to be familiar with language relating to the practice of ELT.

However, there are no formal entry requirements – previous teaching experience and/or teaching or language qualifications – for TKT.

■ EXAMINATION CONTENT

Each module consists of 80 objective items. Candidates answer by selecting a letter for the correct answer. Tasks consist of: matching, sequencing, and three-option multiple choice.

Module 1 (1 hour and 20 minutes)

Module 1 focuses on language and the background to language learning and teaching.

Module 2 (1 hour and 20 minutes)

Module 2 focuses on lesson planning and the use of resources for language teaching.

Module 3 (1 hour and 20 minutes)

Module 3 focuses on managing the teaching and learning process.

All papers are marked at Cambridge ESOL in the UK.

■ EXAMINATION SEQUENCE

If all three modules are taken in one day, the following schedule should be adhered to.

It is advisable to build into the schedule a comfort break between modules for the benefit of the candidates.

Module 1	Morning	1 hour 20 minutes
Module 2	Morning	1 hour 20 minutes
This test is taken in the same morning as Module 1		
Module 3	Afternoon	1 hour 20 minutes

If you have candidates taking different modules on the same day, but they are all only taking one module, they can be accommodated in the same room and the tests can all begin at the same time.

■ RESULTS

These are reported in four bands. There is no pass/fail. Every candidate receives a certificate for each module taken.

TKT results are issued through centres approximately two weeks after receipt of answer sheets by Cambridge ESOL.

■ TIMETABLE

Dates are set by centres in consultation with Cambridge ESOL, taking into account local needs and conditions.

■ MINIMUM ENTRY REQUIREMENTS

The minimum entry for any one date is 10 candidates.

Centres must provide Cambridge ESOL with candidate details six weeks prior to running a session. Centre Administrators are required to complete a separate candidate entry for each module being taken by a given candidate.

The Certificate is an in-service professional development course intended for practising teachers who are teaching English to either children or adults.

■ ENTRY

Candidates should be practising teachers and will have had at least 500 hours of relevant classroom experience by the end of the course. Their English language competence should be sufficient to enable them to reach the standard required to complete the *Language for Teachers* component of this Certificate, equivalent to Cambridge First Certificate in English. Centres are required to apply detailed screening procedures to potential candidates to assess their suitability and readiness to follow an ICELT course.

■ SYLLABUS AREAS

The syllabus aims to ensure a balance between the demands of practical application and an understanding of the theoretical background to teaching.

The specific aims of the ICELT award are to enable candidates to:

1. extend their knowledge and awareness of those aspects of language which are relevant to their professional practice
2. extend their understanding of the context in which their learners are learning English, and of the principles underlying language learning and teaching
3. extend their familiarity with resources and materials for English Language teaching and develop their ability to use, evaluate and, where appropriate, adapt or create classroom materials
4. consolidate and refine their planning and their practical classroom skills
5. identify learner needs and monitor and evaluate learner progress and develop awareness of different means of testing
6. identify needs and opportunities to further their development as professionals
7. extend their knowledge and understanding of language required for their professional role and improve their ability to use English both generally and for classroom purposes.

■ ASSESSMENT

There are three components of assessment:

- Component One: Language for Teachers
- Component Two: Teaching
- Component Three: Methodology.

Assessment of each component is continuous and is undertaken by the course tutors. In addition each centre's grading is moderated by Cambridge ESOL appointed Moderators and Principal Moderators. Assessment of teaching is based on four observed lessons. Components One and Three are assessed by means of a series of language tasks and written assignments.

■ RESULTS

In order to gain the full ICELT Certificate award, candidates must pass in all three components of assessment. Candidates may enter for the Language for Teachers component as a separately certificated module of the full course.

■ AVAILABILITY

A list of approved centres is available at:
www.CambridgeESOL.org/teaching

■ TIMETABLE

Contact local centres for details.

■ MINIMUM ENTRY REQUIREMENTS

The minimum entry for each course is 10 candidates. Candidates must be entered within 6 weeks of the start date of the course.

Note

The COTE syllabus and assessment framework was withdrawn in February 2004.

*Details of the ICELT can be obtained from:
www.CambridgeESOL.org/teaching*

The Diploma in English Language Teaching to Adults is an in-service award-bearing course for candidates with substantial experience of teaching English to speakers of other languages. It replaces the DTEFLA (Diploma in Teaching English as a Foreign Language) / DOTE (Diploma for Overseas Teachers of English). The DELTA is intended to offer candidates the opportunity to:

- acquire new insights into and a deeper understanding of the principles and practice of ELT to adults
- examine their current practices and beliefs

- apply the results of their learning and reflection to their current professional lives and to circumstances beyond their present and previous teaching experience.

The DELTA is highly regarded internationally by employers as an in-service professional development training course.

DELTA is accredited by the QCA in England, ACCAC in Wales and CCEA in Northern Ireland as a Level 7 qualification in the National Qualifications Framework. Its accredited title is the Cambridge ESOL Level 7 Diploma in Teaching English to Speakers of Other Languages (DELTA).

■ ENTRY

Candidates must have:

- a minimum of two years' full time/1200 hours' teaching experience of ELT to adults within the past five years and will normally have a range of teaching experience involving work in different contexts; experience with learners at different levels is essential
- a standard of education which would allow entry to Higher Education in their country; they will normally have undertaken some formal course of training in ELT to adults at either a pre-service or early in-service level
- a competence in English, both written and spoken, that enables them to undertake the course and complete all assessed elements successfully. It is the responsibility of individual centres to ensure that all candidates have an appropriate level of language awareness and competence in English.

■ SYLLABUS AREAS

DELTA courses include a number of integrated teaching assignments relating classroom practice to the theoretical background and include a significant amount of observation of classes and teaching practice. The specific aims of the award are to enhance candidates' understanding of the following areas:

1. The English Language and its description
2. The practice and principles of teaching and learning in relation to a wide range of adult learners and their learning contexts
3. The nature, role and use of resources and materials
4. The process of teaching/learning and how it can be managed
5. Procedures for the formal and informal assessment of learners, the evaluation of courses and programmes of work, and the investigation of personal effectiveness as a teacher in the classroom
6. Opportunities to further their professional development as teachers, co-ordinators of other teachers and programme administrators; and to improve their skills as teachers and ELT professionals by helping them to apply this understanding to a wide range of teaching and learning contexts.

■ ASSESSMENT

Component 1: Coursework

This component consists of a set of seven assignments designed by the centre, using the DELTA specifications. Each assignment is completed during the course and the centre decides on the order and timing. All assignments explore the relationship between practice and underlying principle in specific areas. Five assignments include an assessed lesson.

Component 2: The Extended Assignment

- The assignment is set by the centre but is externally marked.

Component 3: The Written Examination

- The examination is a three-hour written paper which includes three questions. Each question:
 - comprises three tasks
 - includes some ELT related data for each task
 - requires the candidate to work with the data provided.

■ GRADES OF AWARD

Candidates who meet the course requirements and who demonstrate that they have met the pass criteria for all three assessment components will be awarded a Pass.

Exceptionally a Pass with Distinction will be awarded to candidates who meet the course requirements and who demonstrate that they have met the distinction criteria for two out of three assessment components.

Candidates who fail to meet pass criteria may be Referred, and may retake the failed component(s) on two further occasions within three years of their first attempt.

■ AVAILABILITY

A centre list is available at:
www.CambridgeESOL.org/teaching

■ TIMETABLE

Written examinations:

04 June 2008

03 December 2008

■ MINIMUM ENTRY REQUIREMENTS

There is no minimum candidate entry. Candidates can be entered in March for the June examination session or October for the December session. An examination timetable is published each year.

The International Diploma in Language Teaching Management (IDLTM) is awarded jointly by the University of Cambridge ESOL Examinations, the School for International Training (SIT), USA; and the Institute of Continuing and TESOL education, The University of Queensland (ICTE-UQ), Australia.

It is a course for experienced professionals in a language teaching context. It enables participants to apply insights and skills derived from management theory and practice to their work as language teaching managers.

■ ENTRY

Candidates must have:

- Bachelor degree or equivalent
- A minimum of three years' language teaching experience (full-time in state or private sector, internationally or in one country) OR 5 years' experience working in a language teaching context in other capacities, e.g. administrative officer.
- Competence in English (both written and spoken) that enables candidates to follow the course and complete all the assessed elements successfully.

It is desirable that candidates should have:

- An English Language teaching qualification
- Eight years' full-time work experience
- Co-ordination or management experience in education or business.

■ SYLLABUS AREAS

The course comprises the following syllabus areas:

- Management and Managing
- Organisational Management
- Managing Financial Resources
- Human Resources Management and Communication
- Marketing
- Client and Customer service
- Academic Management
- Two Elective Modules.

The specific aims of the award are to enable language teaching professionals to:

- extend their knowledge and awareness of relevant management principles and practices
- develop their management skills through the application of this knowledge and awareness to a language teaching context
- demonstrate these skills in effective practice as language teaching managers in a language teaching context.

■ ASSESSMENT

Candidates complete eight assignments of varying lengths (from 1000–3000 words). Assignments are equally weighted and candidates must achieve a pass in all assignments.

■ GRADES OF AWARD

Candidates who meet the course requirements and who demonstrate that they have met the pass standard for all assessed components will be awarded a Pass.

A pass with Distinction will be awarded to candidates who meet the course requirements and who demonstrate that they have met the distinction standard in four of the six core modules.

Candidates who fail to meet the standard in one or more of the assignments will not receive the IDLTM award.

■ AVAILABILITY

Contact the IDLTM Secretariat, Cambridge ESOL Examinations for details.

■ TIMETABLE

Contact the IDLTM Secretariat, Cambridge ESOL Examinations for details.

GUIDED LEARNING HOURS

Cambridge ESOL is often asked about the number of study hours required to reach a certain examination level. It is not possible to give a categorical answer to this, as hours of study required will vary depending upon several factors such as the candidates' language learning background, the intensity of the study, the inclinations and age of the individual as well as the amount of study/exposure outside of lesson times. The following figures are, however, sometimes quoted as an approximate guideline:

Common European Framework	Guided Learning Hours
A2	approximately 180–200
B1	approximately 350–400
B2	approximately 500–600
C1	approximately 700–800
C2	approximately 1000–1200

Cambridge ESOL Main Suite examination syllabus numbers

Examination	Syllabus number
Key English Test – KET	0085
Preliminary English Test – PET	0090
First Certificate in English – FCE	0100 (Tuesday) 0102 (Saturday)
Certificate in Advanced English – CAE	0150 (Wednesday) 0152 (Saturday)
Certificate of Proficiency in English – CPE	0300
BEC Preliminary	0351
BEC Vantage	0352
BEC Higher	0353
ILEC	015
ICFE	020
Skills for Life	0781–0795 (please refer to <i>Administration instructions and regulations</i>)
IELTS General Training	0380
IELTS Academic	0381
TKT Module 1	001
TKT Module 2	002
TKT Module 3	003

2008 EXAMINATION CALENDAR

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		Speaking (Overseas) : Session 2													Speaking (Overseas) : Session 3														
BEC Vantage		Speaking (UK) : Session 2												Speaking (UK) : Session 3															
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BEC Higher		Speaking (UK) : Session 2												Speaking (UK) : Session 3															
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KET and PET		Speaking (UK) : Session 2												Speaking (UK) : Session 3															
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2008 EXAMINATION CALENDAR

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